



# Using Student Achievement Data to Support Instructional Decision Making

Trainer of Trainers Module  
Montana Office of Public Instruction



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## Group Norms

Listening: SLANT  
Cell phone reminder  
Conversations  
Breaks



Bathroom location



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## Activity

- Think about an adjective that describes you that begins with the same letter your first name begins with
- Share with the group one at a time around the room



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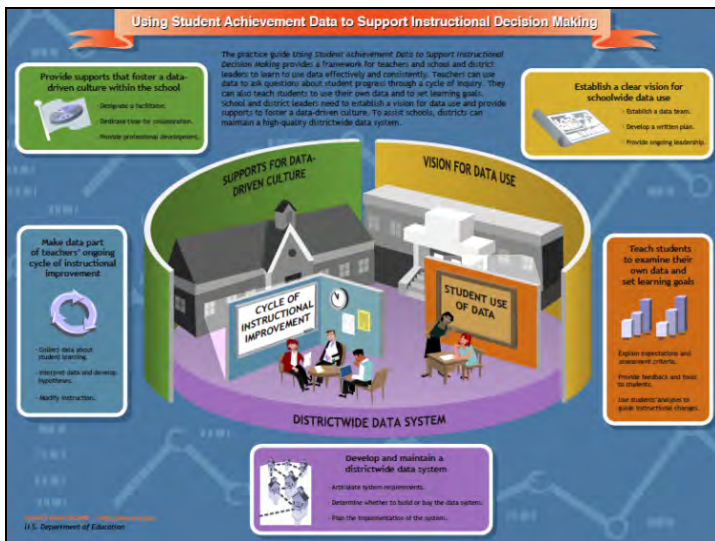
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**DOINGWHATWORKS**

**Topic:** Using Student Achievement Data to Support Instructional Decision Making (DDDM)  
**Practice:** Establish a clear vision for schoolwide data use. (*Vision for Data Use*)

PRACTICE SUMMARY			
Title/Media Type	Description		
<i>Establishing a Clear Vision for Schoolwide Data Use</i> Multimedia Overview 5:31 min	<ul style="list-style-type: none"> <li>A culture of data use in a school can ensure that data-based decisions are made frequently, consistently, and appropriately. This culture cannot develop, however, without a clear vision, developed among all staff, for schoolwide data use.</li> <li>A data team can clarify the school's vision for data use, model the use of data to make instructional decisions, and encourage and support other school staff to do the same.</li> <li>The schoolwide plan should clearly articulate how the school will use data to support school-level goals for improving student achievement. It reflects the concerns and needs uncovered through the data team's discussions and other staff input.</li> <li>A crucial element to establishing a clear vision and using data effectively is having a common language around its use.</li> </ul>		

LEARN WHAT WORKS			
Title/Media Type	Who	Description	
<i>Collaborative Structures for Data Use</i> Expert Interview 5:44 min	Richard Halverson, Ph.D. University of Wisconsin-Madison	<ul style="list-style-type: none"> <li>Dr. Halverson describes how schools need to integrate a data plan within the school's overall school improvement plan. A data plan can provide intermittent goals and specific steps needed to reach goals.</li> <li>Schools should consider data at multiple levels, from state assessment data to classroom and student-level data.</li> <li>A data team can facilitate implementation of the plan, provide leadership to change the school's culture, and guide a coordinated approach to systematic data use to support instructional decision making.</li> </ul>	

SEE HOW IT WORKS			
Title/Media Type	Who	Description	Sample Material
<i>Establishing a Common Understanding</i> Audio Interview	Alexandra Pardo Thurgood Marshall Academy High School	<ul style="list-style-type: none"> <li>A high school academic director talks about how the school defines key concepts that encompass the school's vision for data use including data, mastery, proficiency, and achievement.</li> </ul>	No Sample Materials

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## Media Overview: Transforming Teaching and Learning Through the Effective Use of Data



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[opi.mt.gov](http://opi.mt.gov)

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**Recommended Practice:** *Make data a part of an ongoing cycle of instructional improvement*



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## Key Concepts



- **Collect and prepare a variety of data about student learning**
- **Interpret data and develop hypotheses about how to improve student learning**
- **Modify instruction to test hypotheses and increase student learning**



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**Recommended Practice:** *Make data a part of an ongoing cycle of instructional improvement*

### LEARN:



- **View Expert Interview**  
– *Prepare, Inquire, Act*

- Elizabeth A. City, Ed.D.  
Harvard Graduate School of Education



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**Recommended Practice:** *Make data a part of an ongoing cycle of instructional improvement*

**LEARN: View Expert Interview**

- Dr. Elizabeth City
- *What do you see in the data?*



Examining Data  
Developing Questions  
Noting Answers  
Asking New  
Questions



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## Generating questions

- Examine assessment data and explain how you would interpret the data.
- What questions arise from data analysis (e.g., why are students having difficulty writing constructed responses on the benchmark assessment?).
- Use the five “why” questions discussed in the interview video to develop an actionable response.
- Generate questions until you arrive at an actionable question.



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## Generate Hypothesis/Instructional Changes



- Generate hypotheses that might explain the data and possible instructional changes to address the hypotheses.



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## Testing Our Hypotheses

- What forms of data can you use to test your hypotheses?
- Which student assignments or assessments will you use and why?



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**Recommended Practice:** *Make data a part of an ongoing cycle of instructional improvement*

**SEE:** Watch *Supporting Use of Data During Teacher Collaboration Time* video



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**Recommended Practice:** *Make data a part of an ongoing cycle of instructional improvement*

**SEE:** Listen to *Intervening Early Using Data From Multiple Assessments*



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## Components of a Comprehensive Assessment System

### Components:

- Outcome
- Screening
- Diagnostic
- Progress Monitoring
- Informal



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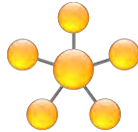
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## Assessment in the Montana Rtl Framework

- Examine the Montana Rtl Assessment framework
- Jigsaw Activity
  - Read your section of the document
  - Key Question: What are the key **characteristics** of each component within the framework?



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## Implement a Cycle of Improvement

- **SELF-ASSESSMENT: CAN YOU COMPLETE THE CYCLE OF INSTRUCTION IMPROVEMENT?**



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**Recommended Practice:** *Teach students to examine their own data and set learning goals.*



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## Key Concepts



- Explain expectations and assessment criteria
- Provide feedback to students that is timely, specific, well formatted, and constructive
- Provide tools that help students learn from feedback
- Use students' data to guide instructional changes



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**Recommended Practice:** *Teach students to examine their own data and set learning goals.*

- **Multimedia Overview: Teaching Students to Examine Their Own Data**



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## Video Discussion



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**Recommended Practice:** *Teach students to examine their own data and set learning goals.*

**LEARN: Expert Interview:** *Helping Students Gain Ownership Over Their Learning*



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## Small Group Discussion



•What kind of feedback can be provided to students?

•What kind of tools can support students' self-assessment?

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# Teacher Self Assessment

## Teacher Self-Assessment: Supporting Students' Use of Data



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**Recommended Practice:** *Teach students to examine their own data and set learning goals.*

- **SEE: View Data Boards Help Students Set Learning Goals Part I**



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## Discussion

- How could this approach be implemented in your school, grade level to increase student motivation, and student use of data?



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**Recommended Practice:** *Teach students to examine their own data and set learning goals.*

**SEE:** *View Data Boards Help Students Set Learning Goals Part II*



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## Student Goal Setting Sheet

- Students can use this goal setting sheet on a regular basis to set goals and monitor progress
- Goal sheet should be modified to match the assessments used
- Works best with data from interim assessments



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**Recommended Practice:** *Teach students to examine their own data and set learning goals.*

**SEE:** *View Video Go Back and Reflect*



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## Student Use of Data Reflection

Based on our work together today,  
share three confirmations, new  
learning or goals to implement with  
your partner



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**Recommended Practice:** *Establish a  
clear vision for schoolwide data use*



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## Key Concepts



- Establish a schoolwide data team that sets the tone for ongoing data use
- Define critical teaching and learning concepts
- Develop a written plan that articulates activities, roles, and responsibilities
- Provide ongoing data leadership



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### Recommended Practice:

*Establish a clear vision for schoolwide data*

- **Expert Interview: Collaborative Structures for Data Use**



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### Small Group Discussion



What portions of establishing a clear vision are in place in your school?

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### Recommended Practice:

*Establish a clear vision for schoolwide data use*

- Listen to **Earning Trust** audio



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## Whole Group Discussion

1. Why is it important to have trust, not only between the principal and teachers but also among teachers for instructional decision-making?
2. Why must teachers be able to communicate openly and work harmoniously in order to accomplish the school's goals?
3. Why do teachers need to understand the reasons behind a principal's push for results?
4. What is the best way for the administrative team and other teachers to support a teacher whose students are struggling?
5. How might establishing a culture of trust at your school affect the use of data to support instructional

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## Recommended Practice:

*Establish a clear vision for schoolwide data use*

- Watch ***Carrying Out the Vision*** video



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## Inside/Outside Circle



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## Next Steps for our school...

Components of a Data-Driven Vision	Steps for Administration	Steps for Teachers	Steps for the Data Team	Schoolwide Actions	What is YOUR role?
Culture of trust					
Consistent and comprehensive communication about how to meet the identified needs of the students					
Collaboration time					
Data coach					
Professional development focused on data use					



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**Recommended Practice:** *Provide support that foster a data driven culture within the school*



## Key Concepts



- Designate a school-based facilitator who meets and collaborates with teacher teams in discussing data and solving problems
- Dedicate structured time for staff collaboration
- Provide targeted professional development regularly



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Recommendation: Provide supports that foster data-driven culture within the school

***Multi media overview: Fostering a Data-Driven Culture Within a School***



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Providing support for teachers

- Review ***Providing Support for Teacher Leaders***

Jennifer Henderson

- Jigsaw-Activity



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Recommendation: Provide supports that foster data-driven culture within the school

***View: Supporting a Culture of Data Use***



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What supports are provided?	What additional supports are needed?	How can supports be modified and improved?

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Recommendation: Provide supports that foster data-driven culture within the school

**View Audio: *Visualizing Data in the Progress Pad***




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## Comprehensive Planning Tool

**Time to think about our future work...**




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## Examining Professional Development Needs

### • PROFESSIONAL DEVELOPMENT ASSESSMENT TOOL



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**Recommended Practice:** *Develop and maintain a districtwide data system*



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### Key Concepts



- Involve a variety of stakeholders in selecting a data system
- Clearly articulate system requirements relative to user needs.
- Determine whether to build or buy the data system.
- Plan and stage the implementation of the data system.



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**Recommended Practice:** *Develop and maintain a districtwide data system*

- **View Multimedia Overview:** *Developing and Maintaining a Districtwide Data System*



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**Recommended Practice:**  
*Develop and maintain a districtwide data system*

- **View Expert Interview:** *What Makes a High-Quality Districtwide Data System?*



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**Thinking about your data system**

- **Districtwide Data System Implementation and Staging Questions**



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## Recommended Practice:

*Develop and maintain a districtwide data system*

**Audio:** *District Supports for Data Use*



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## Using an Existing Data System

Data Collection Planner



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## Resources

- Doing What Works: <http://dww.ed.gov/>
  - [http://dww.ed.gov/do/?T\\_ID=30&P\\_ID=79&t=2#tc](http://dww.ed.gov/do/?T_ID=30&P_ID=79&t=2#tc)
- Montana Office of Public Instruction
  - <http://opi.mt.gov/pub/RTI/EssentialComponents/AP/Reading/RTITools/ASSESSMENTS%20IN%20THE%20RTI%20FRAMEWORK.pdf>
  - <http://opi.mt.gov/pub/RTI/EssentialComponents/DBD/Present/Databased%20Decision%20Making%20and%20Problem%20Solving.pdf>

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